

Staff Contingency & Remote Working Policy (Full and Partial Lockdown both campuses)

Name of Responsible Manager / Headteacher:	Mr John DF Martin
Policy Owner:	Miss R Willmouth and SLT
Date of Policy Approval by Governing Body:	September 2020
Date of last Policy Review:	June 2021
Date of next Policy Review:	September 2021 (or in line with government updates)

Contents

1. Aims
2. Roles and Responsibilities
3. Who to contact
4. Data Protection
5. Safeguarding
6. Monitoring Arrangements
7. Links with other policies

1. Aims

This remote learning policy is part of the Castle Hill Primary School (CHPS) Contingency Plan for staff. It aims to:

- ensure consistency in the approach to remote learning for pupils who are not in school
- set out expectations for all members of the school community with regards to remote learning
- provide appropriate guidelines for data protection.

This remote learning policy has been written as guidance for staff and parents during the time that schools are closed due to COVID-19 (either through individual isolation, partial or full lockdown). It sets out the systems and technology that staff will use to keep the learning experience going for children and details how they can be used effectively and safely, while allowing for the differing needs of families.

Definitions:

Partial lockdown: when a year group or class needs to self-isolate and learn from home while the rest of the school operates normally.

Full lockdown: Full school closure as of March 2020, where pupils of critical workers and vulnerable families are the only children learning on site.

A further factor that has to be considered is where individual pupils have to **self-isolate** and learn remotely as a result of Covid-19.

If there is a change in the number of Coronavirus cases in an area of England, the government will implement a tier system of extra safety measures. Schools will have to adhere to the guidance appropriate to each tier, see below;

Tier 1: Schools fully open to all pupils, face coverings required in corridors and communal areas for staff and students Year 7 and above

Tier 2: A rota system - ideally two weeks on, two weeks off - will be used by secondary schools and colleges for most pupils, and primary schools stay open

Tier 3 and 4: "Wider groups of pupils" go back to remote learning at home, while vulnerable and key worker children continue to go to school

The government has emphasized that these measures will be applied as "an absolute last resort". Please note, where a is applied/ are in operation, schools remain at tier level 1.

Castle Hill Primary School's Online Safety Policy and Acceptable User Agreements still apply at this time. There are Covid-19 addendums are in place due to these unprecedented circumstances.

A flexible approach:

It should be noted that the type of remote education we will have the capacity to offer will be in line with the number of children who will be working remotely. For example, should a family be in self-isolation but 29 of their peers remain, the remote learning will be slightly different compared to if the whole year group were to be remote learning.

We understand that personal circumstances at home will be different. Some families have one child to support while others may have several. Some families have one device to share, while others may have more – and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge. To acknowledge this and respond to parental feedback we **are providing a flexible approach to remote learning.**

The government's emergency legislation lifts curriculum requirements for schools, giving flexibility to provide support, activities and education in the way they see fit. We will not be providing a full school day of activities as this will be unmanageable for the majority of families – not to mention keeping children at a screen for far too long. We hope to offer a variety of daily online and offline learning activities across the curriculum so that pupils can dip in and out and work their way through things as and when they are able.

The staff remote learning lead for KS2 is **Mrs Thomas** and any parental concerns, questions or feedback can be communicated with her through Class Dojo messaging.

The staff remote learning lead for KS1 is **Miss Wyers** and any parental concerns, questions or feedback can be communicated with her through Class Dojo messaging.

2. Roles and Responsibilities

Due to the unprecedented nature of the Coronavirus pandemic, we are developing and adapting our policy and review it regularly. This is done in accordance with the latest government guidance (currently January 2021). https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf

The guidance states that:

When teaching pupils remotely, we expect schools to:

- set meaningful and ambitious work each day in an appropriate range of subjects
- provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include either recorded or live direct teaching time and time for pupils to complete tasks and assignments independently.

This will be as a minimum:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day

Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school video content.

- consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
 - providing frequent, clear explanations of new content delivered by a teacher or through high-quality curriculum resources
 - providing opportunities for interactivity, including questioning, eliciting and reflective discussion
 - providing scaffolded practice and opportunities to apply new knowledge
 - enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
 - using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
 - avoiding an over-reliance on long-term projects or internet research activities

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely.

We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.

For partial or complete lockdown: (e.g. class/year/school)

The relevant teachers will be available to pupils between 9:00 - 15:00. Teachers will be unavailable between 12:00-1:00 to allow for a lunch break and to carry out other non-class-based duties.

If teachers are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

In the event of **individual pupils** requiring remote education, teachers will not be available online from 9:00 as they will be in class teaching the rest of the class. However, they will be providing remote learning activities through Oak Academy.

Oak Academy is an online classroom facility created by teachers, for teachers. It complements the national curriculum content, covers all year groups from year R to year 6 and offers high quality video lessons and resources for parents to access with their child. Whilst the remote learning set may not mirror exactly what is happening in class, the content is year group specific and will be covered at some point this term. Where possible, links between in class and remote learning will be made.

In order to ensure that the individual pupil(s) are accessing and understanding the remote learning set, we will be timetabling regular contact with their teacher or a PTP. This will enable misconceptions to be addressed so that support and feedback can be given. A member of the year group (teacher and /or PTP) will provide additional support for these pupils as appropriate.

In the event of wider remote learning e.g. whole class, year group or school level, remote learning will look different.

Teachers are responsible for:

Setting work:

Teachers will provide daily work for their pupils accessed via online platforms. The platforms we will be using are *SeeSaw* and *Google Classroom*. For those who are unable to access online learning, printed resources and/or text books will be provided.

Each day, a summary of the tasks will be posted on Class Dojo to outline expectations. This will consist of reading, English and maths tasks. These will vary in length depending on the age, ability and maturity of the pupils.

In Early Years (Year R)

Pupils will be provided with a pre-recorded phonics lesson alongside an outline of games and activities. There will also be a cross curricular activity set each day which includes a mixture of literacy-based skills and mathematical concepts where appropriate.

The children will be given options for how they present their work, but it will usually be an expression of creativity. Each day, a member of the Early Years Team will post a story being read aloud to the children and a selection of songs to sing along to. Each least once a week, we will host a live zoom session in groups of 10 children, which will allow all children to actively participate in games, songs and circle time conversations if they chose to.

Daily Routine:

By 9:00, an outline of the day's learning activities will be posted on Class Dojo by the class teacher.

This will direct pupils to their activities on SeeSaw and/or Google Classroom (task dependant). Each day, the following work will be set for the children's learning in core subjects:

Reading

- A video of the class teacher or year group leader reading a story in EYFS and KS1. Some tasks may be set as an opportunity for children to practise and apply reading skills or phonics which are inspired by the book.
- A video or voice clip of the class teacher or year group leader reading a book or part of a book at least 3 times a week in KS2. Tasks will be set alongside the text. KS2 children will also be set a reading comprehension at least once a week.

English

- A video of the class teacher or year group teacher. This video will allow our teachers to introduce, model and recap the learning for that session. This will then enable the children to complete the linked, set task.

Maths

- A video of the class teacher or year group teacher. This video will allow our teachers to introduce, model and recap the learning for that session. This will then enable the children to complete the linked, set task.

Feedback

Every teacher will acknowledge work handed in for maths and English. **Every day, each child will receive targeted feedback for one of the above.** This will be either to give a next step for that subject or overcome a misconception.

Foundation subjects will be set each day as additional tasks. These will be in the form of links to activities or resources. The work completed here does not need to be handed in.

Contact with parents and children

In order to maintain strong working relationships and ensure the wellbeing of all pupils, staff need to **maintain regular contact with parents and children.** This will primarily be done through Class Dojo on the class stories and through messaging. As the remote learning is established we will create face to face contact through other platforms e.g. Google Hangouts.

All staff want to see the children every day and we also have a statutory commitment to track attendance. From Monday 11th January, we will be taking live, online daily registers with the pupils. They will need to log on at their set time for a brief chat with their class teacher and peers.

Outlined below is the time for each year group. The Zoom link to this meeting will be posted by the class teacher each day alongside the daily outline on Dojo. Should your child be unable to attend, please send a message to their class teacher via Dojo to let them know as you would if your child was not in school.

Year Group	Zoom Times
Year 6	9:00 - 9:15
Year 5	9:15 - 9:30
Year 4	9:30 - 9:45
Year 3	9:45 - 10:00
Year 2	10:00 - 10:15
Year 1	10:15 - 10:30
EYFS (Year R)	Will outline their approach via Dojo

Teachers will monitor interaction with pupils via the daily registration and the online work. If a pupil (or parent) has not made contact or submitted work for two consecutive days, contact will be made via Class Dojo. If this is not seen or acknowledged within 24 hours, the teacher will follow up with a telephone call.

If the class teacher is still unable to contact the parents, help will be sought from Mrs Mundee or Mrs Shephard (Home School Pastoral Leads).

As outlined in our Behaviour Policy, parents and pupils should not contact teachers via means other than ClassDojo and this should be between the hours of 9:00- 15:00. We recognise that, due to work commitments, there will be occasions where parents need to contact teachers outside of these hours. Teachers will generally not respond to these messages immediately, but will be in contact at the start of the next working day.

Should parents need support with behavioural issues, such as failing to complete work, these concerns should be shared with their child's class teacher in the first instance. If further support is required, the class teacher will work alongside their head of year to provide further support.

Following on from our Lockdown Parent Questionnaire, we have listened to all parental feedback and are keen to make remote learning an interactive experience through the submission of work by children and delivery of feedback from teachers where possible. We will also be arranging opportunities for pupils and families to compete, interact and collaborate - for example through daily challenges, Times Tables Rockstars Battles etc. We will 'broadcast' videos via ClassDojo for pupils to watch at a time and pace that suits them and make use of vetted video links from elsewhere on the internet.

Keeping safe online

During school closures, pupil related meetings will continue to take place, although these will be via virtual means. It is imperative that professionalism and standards are maintained through consideration of a range of elements.

The **safety of both children and staff when using this technology is paramount** and we will be following relevant advice from Zoom, the Children's Commissioner and the NSPCC.

In order to protect both children and staff, if parents wish to take advantage of these opportunities on Zoom we require that you agree to the following:

- A free Zoom account is needed so that we can ensure only registered users can access meetings. As Zoom is not intended for use by children under 16, this must therefore be their parent's account and kept secure by them - only to be used by their child when supervised by an adult. Sign up here <https://www.zoom.us/signup>
- An appropriate adult **must remain in the same room as the child** during video or conference calls to monitor and ensure they are safe and using it appropriately.
- When joining any school Zoom meeting, you will need to briefly be on screen with your child so we know that they have an appropriate adult nearby. This will also give us a chance to talk to you if we need to.
- Children must take part in the meet up in a suitable communal environment (not a bedroom) and be appropriately dressed (uniform isn't necessary, but they should be fully dressed in clothing that covers top and bottom half of the body).
- All members of the household must be aware that the meeting is taking place and make sure they are also suitably dressed and use appropriate language and behaviour when nearby or in the background. Zoom has a built-in option to use a virtual background - you may feel this is an appropriate feature to turn on.
- You must make sure you and your child have 'logged off' the call correctly once it is finished - before turning off any devices.
- You and your child will not try to contact any staff using these online tools outside of the pre-arranged meet ups which will be arranged through Class Dojo. If you need to contact staff for any reason you will do so through Class Dojo as normal.
- Screenshots, photos or recordings of Zoom meetings must not be made and the links must not be shared with others.
- No staff member will contact you or your child using Zoom outside of any pre-arranged meetings and if they do need to contact you they will arrange to do so with you using Class Dojo.
- Teachers will ensure appropriate security settings are in place for the meeting. They will ensure that access is only granted to the expected registered users invited with a password or direct link. Screen sharing, file-sharing, annotation and chat will be restricted.

- Participants will be held in a virtual waiting room while their identity is confirmed. Your Zoom account must clearly identify you by name and renaming during the meeting will not be allowed. Participants' audio or video may be muted until appropriate and they may be removed from the room if rules are not being followed.
- In groups of more than one child, a teacher and one other staff member will be present throughout the video call to help safeguard all participants and monitor appropriate use.

As a staff we will ensure that:

- teachers stay in the meeting until everyone has 'logged off'
- teachers and any other adults on the call (or in the background) use appropriate language/behaviour throughout the call.

For any key worker children who are physically attending school, we will use school electronic devices to access the same remote learning alongside their off-site peers. Staff supervising them will be able to provide support should they need it, although the feedback will be by the teachers in school.

If class teachers are working within the school building, feedback and work allocation will be shared amongst the year group team.

Other staff responsibilities:

Professional Teaching Partners (PTPs)

When assisting with remote learning, PTPs must be available during their individual contracted hours.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, PTPs will be directed by the Heads of Year. They may be responsible for:

- Supporting pupils who are not in school with learning remotely by posting work for the class teachers, providing support for specific pupils and sourcing resources to support learning.
- Overseeing groups of children in school under the direction of class teachers.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- co-ordinating the remote learning approach across the school
- monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- monitoring the security of remote learning systems, including data protection and safeguarding considerations.

IT leads

The IT leads, with support from Agile (school technical team), are responsible for:

- fixing issues with systems used to set and collect work (Classroom and SeeSaw)
- helping staff with any technical issues they are experiencing
- supporting parents with any technical issues via the email homelearning@chjs.net
- reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- assisting pupils and parents with accessing the internet or devices.

Pupils and parents

Teachers can expect pupils (with support from their parents if appropriate):

- to be contactable at some point during the school day – consideration needs to be given to working parents and the fact that pupils will not be in front of screens the entire time
- to complete work by the deadline set by teachers
- to seek help, if they need it, from their teachers
- to alert teachers if they are not able to complete work.

Teachers can expect parents with children learning remotely to:

- make the school aware if their child is sick or otherwise cannot complete work
- seek help from the school if they need it – if staff know of any resources they should signpost parents to them
- be respectful when raising concerns to staff.

Governors

The governing body is responsible for:

- monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

3. Who to Contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- issues in setting work – talk to their Head of Year or relevant subject lead
- issues with behaviour – talk to Head of Year and the Pastoral Support Team (Mrs Shephard or Mrs Mundeel). If concerns persist, inform a member of SLT
- issues with IT – contact the IT Team via their designated email homelearning@chjs.net
- issues with their own workload or wellbeing – talk to their Head of Year or a member of the senior team

4. Data Protection

If you have concerns about data protection – talk to Mr Smith or Mrs Boswell (IT Leads) and Louise Riordan (Business Manager)

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- access the data on a secure cloud service or the server in the IT network via school-provided devices
- follow the given guidelines when accessing the remote working network
- adhere to the school's IT user agreements.

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and phone numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.

Staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- making sure the device locks if left inactive for a period of time
- not sharing the device among family or friends
- installing antivirus and anti-spyware software
- keeping operating systems up to date – always install the latest updates

5. Safeguarding

Our Safeguarding and Child Protection Policies reflects the current situation. There is an addendum to the Child Protection Policy. All policies are located on the network under **O:\Policies\2020 -2021 Policies**

- If you have any safeguarding concerns, please contact **the school via the following email address staysafe@chjs.net** this will automatically send an email to key members of the school's Safeguarding Team, Ms Willmouth and Mrs Lund.
If school staff do not respond as staff may be unwell, then you can also contact Children's Services directly on 0300 555 1384 (Office hours – Mon to Fri 9am until 5pm) or by email childrens.services@hants.gov.uk
There is also an out of hours contact number - 0300 555 1373.

6. Monitoring Arrangements

This policy will be reviewed half termly by SMT or in line with government guidance updates. Policy review is by Rebecca Willmouth and SLT, shared with governing body.

7. Links with other policies

This policy is linked to our:

- Behaviour policy and Coronavirus Addendum to Behaviour Policy
- Child Protection Policy and Coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and Acceptable User Policy